

School Name: Lakeside Elementary

School Number: 5375

Street Address: 9601 East 21st Street

City: Indianapolis

Zip Code: 46229

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times.

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI None	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Janie Smith	Principal		ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial
Julia Aldrich	Dean of Students	CNA, SIP, Both	ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial
Amber Foddrill	Teacher/WEA representative	CNA, SIP, Both	ELA, Math, Grad., ELL, Free/Red., Hisp., White, Multi-Racial
Andrea Wiggins	<i>Teacher</i>	CNA, SIP, Both	ELA, Math, Attend., Grad., Spec. Ed.,
Cassy Roberson	<i>Teacher</i>	CNA, SIP, Both	ELA, Math, Attend., ELL, Hisp.
Felicia Harrison	<i>Teacher/WEA representative</i>	CNA, SIP, Both	ELA, Math, Free/Red., Black
Shannon Smith	<i>Teacher</i>	CNA, SIP, Both	ELA, Math, Free/Red., Black
Tom Wiggins	<i>Teacher</i>	CNA, SIP, Both	Attend., Grad., Free/Red., Hisp., Black
Renee Schoettle	<i>Teacher</i>	CNA, SIP, Both	Attend., Grad. Free/Red., Hisp., Black
Caron Anderson	<i>Teacher</i>	CNA, SIP, Both	ELA, Math, ELL, Free/Red., Hisp., Black
Morgan Bates	Parent	CNA, SIP, Both	ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial
Debbie Bates	Community Member	CNA, SIP, Both	ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

MSD Warren will graduate students who exhibit skills and dispositions of the Journey of a Graduate.

School

Vision:

Lakeside Elementary will build the foundation for students to obtain the skills and dispositions of the Journey of a Graduate.

District Mission:

Warren' mission is to connect tradition with innovation, in a safe and caring environment, that provides exceptional learning experiences and fosters meaningful relationships for ALL Warren students, families and employees.

School

Mission:

Lakeside Elementary is where everyone is valued and respected. Our mission is to connect tradition with innovation, provide exceptional learning experiences, foster meaningful relationships, inspire a passion for learning in a student-centered, safe and caring environment for all students, families, and employees.

District Goals:

- Invest in relationships with families and the community.
- Invest in meeting the needs of the whole child.
- Invest in people.
- Invest in efficiencies.
- Invest in the future of our graduates.

[MSD Warren Strategic Plan 2020-2025](#)

[Lakeside's 2020-2021 Vision, Mission, Values, and Equity Statement One Pager](#)

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

K-4 Curriculum

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Math	K-12	Eureka Math	Yes	Tier 1	Foundational Math curriculum for coherence across the district	Yes	
ELA	K-5	Wonders, McGraw Hill	Yes	Tier 1	Foundational English-Language Arts curriculum for coherence across the district	Yes	
Math	1-5	Zearn	Yes	Tier 1	Math tool that helps deliver Eureka Math content to all students in a personalized, digital approach	Yes	

Math	K-4	ST Math	Yes	Tier 1	Flexible math curriculum that builds conceptual understanding, as well as supports the “Process Skills” in the IAS.	Yes	
Reading	K-4	Lexia	Yes	Tier 1	Develops reading skills for phonemic awareness and phonics to comprehension.	Yes	
Science	K-12	Pearson Science	Yes	Tier 1	Foundational Science curriculum for coherence across the district.	Yes	
Social Studies	K-4	HMH	Yes	Tier 1	Foundational SS curriculum for coherence across the district.	Yes	
Health	K-4	HMH	Yes	Tier 1	Foundational Health curriculum for coherence across the district.	Yes	
Music	K-6	Quaver	Yes	Tier 1	Curricular coherence across the district in music programs.	Yes	

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	
A culturally responsive curriculum is used to ensure all students’ cultural differences are recognized and appreciated.	Yes	No	

The public may view the school’s curriculum in the following location(s): [MSD of Warren Township/Curriculum K-12](#)

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Title 1 supports the achievement of our students who are having difficulty mastering proficient and advanced levels of academic achievement through effective and timely assistance on top of their Tier 1 Instruction by :1. Providing tutoring funds to pay licensed teachers to work with students outside of the school day; 2.

Purchase of researched-based digital content and intervention programs; 3. Instructional Specialist who is trained to provide instructional support with foundational curriculum and and assessments, as well supporting teachers with effective instructional delivery by using best practices; 4. An Elementary Counselor is provided to be responsive to Social Emotional Learning as well as support in the use of interventions where appropriate; and 5. A Reading Interventionist who identifies and provides support for our students in need of reading interventions.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-8	Benchmark, Com. Form., Summative, Other	Digital, adaptive assessment that measures students instructional levels and growth; allows teachers to evaluate teaching and learning and to create plan for responding to student data	Yes	
District Eureka Math Assessments (2 times per Quarter)	K-8	Benchmark, Com. Form., Summative, Other	Curriculum based, formative assessments designed to assess students' understanding of the essential learning targets within the IAS.	Yes	
District Wonders Reading Assessments (2 times per Quarter)	K-5	Benchmark, Com. Form., Summative, Other	Curriculum based, formative assessments designed to assess students' understanding of the essential learning targets within the IAS.	Yes	
Next Steps in Guided Reading (NSGRA) (3 times per year)	K-4	Benchmark, Com. Form., Summative, Other	Comprehensive battery of assessments used to assess students' readiness to learn the skills to become readers.	Yes	
CogAT (1 time)	1	Benchmark, Com. Form., Summative, Other	High ability placement assessment	Yes	
Rapid Naming Screener (1 time per year)	K-3	Benchmark, Com. Form., Summative, Other	Aligns NSGRA with the requirements of Dyslexia, SEA 217 (Administered to 4th - 8th grade students as needed).	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	
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For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Our building leadership team provides opportunities and expectations for teachers to be included in decision-making as it relates to academic achievement by inclusion in data meeting processes, ensuring teachers have access to data with an opportunity to respond to the data, as well as providing teachers with avenues to have access to resources (Interventionists, Instructional Specialists and digital content/interventions) that support improved achievement for all of their students.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

There is an emphasis integrating educational technology in MSD Warren Township schools. Each Warren school has wireless access for students, staff, and visitors. All students in grades 5-12 are assigned a Google Chromebook and kindergarten-4th grade students are assigned iPads. Virtual students receive wifi hotspots when the need arises. Each elementary classroom is equipped with a smart TV's and Apple TV's.. All teachers are assigned a laptop computer and iPad. Our instructional specialist gives teachers targeted supports for classroom integration of technology, blended learning and digital learning implementation and use of digital content reports.

Today's students must be prepared to live, learn, and work in a digital age. Lakeside teachers use technology to enhance lesson plans, to present instruction to students, and to provide learning opportunities for students in technology-rich curriculum-based projects. In addition, each child has an individual login and space to save all projects on a networked drive accessible from any computer in the township.

- There is a video lab with equipment for video production used for students to deliver morning announcements and create videos to contribute to the safe and orderly environment. Videos like dress code modeling and bus behavior modeling help students teach each other the social norms.
- We have purchased multiple pieces of digital content for grades K-4 (Lexia, Zearn, Wowzers, ST Math, RazKids)
- Apple Professional development for teachers on integrating technology to enhance student learning.
- 80% of the Lakeside staff are Apple Certified

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-4

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	MSD of Warren Township K-4 College and Career Readiness, SY 2020-2021 CCR Mapping

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	

Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Lakeside's Safety Plan

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Home Language Survey
- Birth Certificate
- Free lunch provided through grant due to the district having
- Parents identify students racial, ethnic, and language groups during our registration process.

Lakeside Elementary School, established in 1971, completed a major renovation in 1999. Lakeside Elementary School is located in the northern part of Warren Township, which is in the east central section of Marion County. The school district consists of single family homes, condominiums, apartment complexes, and mobile homes, as well as industrial parks, businesses, manufacturing buildings, a large retail mall, and farmland. Our K-4 school serves a diverse student population of over 530 students. We are one of three sites in our district with self-contained classrooms for identified gifted students in grades 2-4. Lakeside students come to us from government-subsidized, low-income apartments, and blue-collar, single-family homes. 15.66% of our students participate in special education programs (LD, ED, HI, TBI, MI, OI, OHI, Speech/Language). While 75.85% of our students would qualify for free or reduced lunch, 100% of our students receive free lunch. 67.74% of our students are African American, 7.17% are Multiracial, 16.18% are Hispanic, less than 1% is American Indian, less than 1% are Asian and 8.11% are Caucasian.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- We use small group differentiated instruction to meet student's needs
- Counselor provides educational presentations that embrace cultural diversity.
- Teachers collaborate to ensure the best instructional practices are put into place through our professional development. .
- Professional development in the area of reading and culturally responsive practices.

Strategies that our staff uses in their instruction that are appropriate for our students of a diverse community include: graphic organizers, rubrics, manipulatives, problem solving activities, and critical thinking skills. Additional learning opportunities are also presented in the form of extended day, enrichment, small group, and after school tutoring and clubs. These additional interventions are taught using different modalities than the original instruction.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Our school has two tiered teams of staff members that facilitate our PBIS: Positive Behaviors Interventions and Support program called CORE. The teams continually meet to review data and lead staff developments to ensure the continually check our cultural responsive lenses for discipline and interventions. Additionally, we have hosted speakers, such as Dr. Lori L. Desautels, Ph.D, to deliver professional development opportunities around the cultural barriers, trauma informed care, and opportunities that present themselves with our student population.

In order to address needs in the area of Cultural Competency, professional development will be provided through teacher meetings during the school year. Our PBIS Tier 1 Team, PBIS Tier 2 Team, and the Trauma Informed Team, will provide PD to the staff. The Principal, Dean, Counselor, and EL Coordinator will also provide professional development in the following areas:

- Staff will be provided strategies to effectively communicate and deliver instruction to our students who do not speak English as a first language.
- Staff will be provided strategies to assist with understanding the cultures of the many minority students we serve.
- Staff will be provided strategies to assist our students that come from disadvantaged backgrounds.
- Staff will be provided strategies to assist our students that come from a background of trauma.
- Staff will be provided continuous training and support with implementing the Second Step program.
 - Lori L. Desautels' book, Eyes Are never Quiet, will be used as a resource.
 - Jim Sporleder's book The Trauma Informed School will be used as a resource.
 - Second Step SEL ~Skills for Social and Academic Success will be used as a resource
 - Persida Himmele and William Himmele's book, Total Participation Techniques, will be used as a resource.
 - Jim Fay and David Funk's book, Teaching With Love and Logic, will be used as a resource.
 - Doug Lemov's book, Teach Like A Champion, 49 Techniques That Put Students On The Path To College.

CR-PBIS

Our school will continue to improve upon the implementation of Tier 1 and Tier 2 of Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) framework, aligned with our district vision of Civility, Order, Respect, and Excellence (CORE) for

everyone. After a year of planning, the building team developed a plan of systems, data and practices that support decision-making, student behavior, staff behavior, and social competence and academic achievement. Components in the school's plan include a matrix of expected behaviors, definition of classroom and office managed behaviors, a system for response when students struggle, a system of acknowledgement for students and staff, improved data collection and reporting, and specific lessons and plans to teach expected behavior. CR-PBIS prioritizes and focuses on prevention as well as ways to clarify, teach and reinforce expectations for students and staff. Tier I was created using a cultural lens to ensure the outcome is meaningful and has value with all students in our building.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Indiana state standards second steps

The Second Step K-5

The Second Step K–5 Suite provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. By combining our Bullying Prevention Unit and Child Protection Unit with our foundational Second Step Social-Emotional Learning, we've simplified an approach for safe, supportive schools. Each component's lessons are age-appropriate, easy to teach, and fun to learn. Online resources and training are also included. Second Step is an evidence-based social-emotional learning curriculum that improves the lives of over 15 million students every year.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 21.4% Two Years Ago: 13.3% Three Years Ago: 17.1%

What may be contributing to the attendance trend?

The COVID -19 pandemic caused the closure of schools and the city in March-May. This contributed to the increase in our percentage of students considered chronically absent.

What procedures and practices are being implemented to address chronic absenteeism?

Due to the COVID-19 pandemic we are increasing our phone communication with parents in order to support their needs to determine the root cause of students absences. The attendance incentives put in place began to decrease chronic absenteeism from the 2017-2018 school year to the 2018-2019 school year. Tier 1, all students are provided with attendance lessons during community time. Students and families receive letters when students miss a noted number of school days unrelated to COVID-19. Provide a targeted group of students (students who did not meet model attendee the previous year) with teacher created lessons that focus on attendance.

Lakeside saw a decrease in absenteeism from the 2017 -2018 school year to the 2018-2019 school year due to attendance incentives put in place .

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Attendance will be monitored through the attendance program called Synergy. The Dean reviews attendance at least quarterly and collaborates with teachers and principal to determine action steps for students whose attendance falls below the benchmark. Letters, calls and home visits are part of these plans.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

During PTA meetings, parents will be involved with the planning, reviewing and improvement of programs such as:

- Parental Involvement Policy
- School-wide Policy and SIP

Lakeside Elementary will provide the parents of participating students with:

- Timely information. Every week, teachers will send home classroom or team newsletters. On a weekly basis, the school will send home a newsletter. Parents may also be informed of information through the School Messenger telephone system and email.
- Description and explanation of curriculum to be used.
- The forms of academic assessment used to measure student progress. Furthermore, Parent-Teacher conferences will be held in October. Each nine weeks, parents will receive a formal grade report. Progress reports will go out every quarter along with NWEA Student progress Reports.
- Proficiency levels that students are expected to meet which is based on the curriculum calendar

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

During PTA meetings, and family engagement group meetings, parents will have opportunities for decision-making related to the education of their children. Materials and training will be provided on how parents can improve their child's achievement. The material and training will be focused based on the needs of the child. Throughout the year, the school offers family events such as Literacy Night, STEM Night, Family Game Night, IREAD-3 information meetings, seasonal music programs, Parents Are the CORE information sessions (PAC), a grandparent's & Special Friends breakfast, and various other activities. Our PTA will host events such as Breakfast with Santa, skating parties, parent engagement meetings, and the annual spring carnival.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

The Dean reviews attendance at least quarterly and collaborates with teachers and principal to determine action steps for students whose attendance falls below the benchmark. Letters, calls and home visits are part of these plans. Additionally, we have attendance incentive programs to encourage heightened attendance. These are planned when benchmarks are not being met for school wide attendance. Healthy attendance habits are encouraged in the weekly school newsletter.

How do teachers and staff bridge cultural differences through effective communication?

During staff meetings, school staff will be educated on how to build ties between home and school. Lakeside Elementary will work with the EL Coordinator to better learn how to work with families that do not speak English.

Lakeside Elementary will coordinate and integrate, as appropriate, parent involvement with programs that benefit parents and students.

Lakeside kindergarten teachers will collaborate with preschool teachers to ensure a smooth transition from preschool to kindergarten. Parents and students from the Warren Early Childhood Center have the opportunity to visit our school in the spring to help ease the transition into kindergarten. A Kindergarten Camp is offered during the summer to further help with this transition. Lakeside works with our Early Childhood Center as well in coordinating and integrating, as appropriate, parent involvement with Head Start, Even Start, Parent as Teachers Program and public preschool programs. Fourth grade teachers will collaborate with staff from Creston Intermediate Academy to ensure a smooth transition to the intermediate academy.

School newsletters and other school information, to the extent possible, will be sent home in a language that parents can understand. Lakeside Elementary is fortunate to have bilingual staff that can assist with translations. School Messenger calls may be used to help keep parents informed. Lakeside Facebook and Twitter accounts have also been established.

Lakeside Elementary will develop appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle, and high schools. Our partnerships with Post Road Christian Church, Aldersgate, Warren Baptist Church, The Roller Cave, Gleaners, and The Assistance League have helped improve community relations. Lakeside Elementary will respond to any parent suggestions as soon as practically possible.

During the first quarter of the school year, the district will send home a School-Parent Compact, which is a written agreement of what schools and parents are each supposed to do to help students achieve. In addition, the school will provide other reasonable support for parental involvement at parents' request. Any comments indicating parents' dissatisfaction will be submitted to the Title I Director.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Warren Township develops Family-School Partnerships through relationship building. This is done at our school by inviting parents/caregivers to events such as Parent Nights and themed curricular events. This year we have implemented the use of Zoom to host webinars at the district level and Zoom and small group events at our school, in response to the current climate with COVID-19. We also communicate with our families each week through the use of Smores Newsletters, sharing of information and Newsletters through our school website and app, automated phone calls, personal phone calls, use of our new parent portal called ParentVUE and Canvas. On-going communication, through opportunities for parents/caregivers and staff to learn together by engaging in academic activities and family involvement, in-person and virtually, ensures that we are reaching our families and making it known to them that their involvement is needed and welcomed.

How does the school provide individual academic assessment results to parents/guardians?

Warren Township supports our school through the sharing of individual academic assessment results in several ways. Statewide individual academic assessment information on results and accessing results are mailed home, using the US Postal Service. Academic assessment results from NWEA and goals related to NWEA are communicated to our families by school staff during parent-teacher conferences and individual touchpoints/conferences. Feedback to parents on how their students are performing on common assessments is provided to parents/caregivers by their classroom/content teachers.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

At our school, parent/caregiver involvement is sought at various levels for planning, review and improvement of our schoolwide plan. Our school has parent/caregiver members who participate on our CNA/SIP committees. Also, we engage all of our families in planning and asking for their input/feedback through the use of various surveys centering around their student's experiences, as well as their experience with our school. We also ensure that our surveys are in English and Spanish, digital and on paper.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

The integration of federal, state, and local funds allows us to expand our programs and services to include opportunities for professional development with school staff on instructional best practices, social emotional needs of students, remediation and intervention programs. Instructional specialists, interventionists, and student support counselors (counselors in grades K-4) provide professional development opportunities for instructional fund teachers in order to implement core curriculum, interventions, and digital content that is purchased using state and local funds.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Not applicable at this time.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The district has a preschool program that is aligned with the Warren Township's K-4 curriculum maps, which are aligned with the Indiana State Standards. The Director of the preschool regularly attends district administrator meetings and data is shared between the preschool and the elementary schools. In addition, the district communicates with preschool children's parents on a regular basis. There is an agreement in place, with Head Start, to share data and professional development. Warren Township has a rich tradition of supporting early learning experiences as well as transitions from early childhood programs to elementary school settings. *Each year on-site registration opportunities are offered to families with children in Head-Start.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Warren Township provides new teacher mentoring, professional development and teacher retention throughout the school year. Our teachers receive ongoing PD and coaching from Instructional Specialists. Our school leadership team also provides teachers with feedback and support.

While there is a teacher shortage, Warren Township attempts to recruit and hire experienced, highly qualified teachers for all positions. Warren Township hosts a teacher recruitment day, advertises at local colleges, participates in student teaching programs with various colleges and universities, and attends recruitment fairs offered throughout the state.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught.

Staff Name	Licensure/Certification Indicator of HQ status on Verification Form: <input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Assigned Class/Subject	Location of Verification Form and supporting documentation
KristenBrown	Elementary Teaching License, School Counselor	Counselor	Central Office – HR Files
Sheryl Chappelow	Elementary Teaching License	Art	Central Office – HR Files
Amber Foddril	Elementary Teaching License	Kindergarten	Central Office – HR Files
Michael Gardner	Elementary Teaching License	Fourth	Central Office – HR Files
Emma Gilreath	Elementary Teaching License	First	Central Office – HR Files
Hilary Valentine	Elementary Teaching License	SLP	Central Office – HR Files
Mary Lawver	Elementary Teaching License	First	Central Office – HR Files
Molly Mattax	Elementary Teaching License	Third	Central Office – HR Files
Amanda McIntyre	Elementary Teaching License	Kindergarten	Central Office – HR Files
Alexis Miller	Elementary Teaching License	Second	Central Office – HR Files
Andrea Pack	Elementary Teaching License	Special Education Resource	Central Office – HR Files
Cassy Roberson	Elementary Teaching License	English Language Learner	Central Office – HR Files

Jennifer Rogers	Elementary Teaching License	Virtual Second	Central Office – HR Files
Casey Rojas	Elementary Teaching License	Kindergarten	Central Office – HR Files
Madeline Tople	Elementary Teaching License	Fourth	Central Office – HR Files
Jenny Vokes	Elementary Teaching License	Special Education Resource	Central Office – HR Files
Sheila Ward	Elementary Teaching License	Virtual First	Central Office – HR Files
Clint Ward	Elementary Teaching License	First	Central Office – HR Files
Lori Wiegand	Elementary Teaching License	Fourth	Central Office – HR Files
Tom Wiggins	Elementary Teaching License	Physical Education	Central Office – HR Files
Andrea Wiggins	Elementary Teaching License	Virtual Second	Central Office – HR Files
Kim Wittmann	Elementary Teaching License	Third	Central Office – HR Files
Kristin Young	Elementary Teaching License	Third	Central Office – HR Files
Renee Schoettle	Elementary Teaching License	Music	Central Office – HR Files
Caron Anderson	Elementary Teaching License	First	Central Office – HR Files
Tainia West	Elementary Teaching License	Kindergarten	Central Office – HR Files
Julie Aldrich	Elementary Teaching License, Building Level Administrator	Dean of Students	Central Office – HR Files
Janie Smith	Elementary Teaching License, Building Level Administrator	Principal	Central Office – HR Files
Bethany Clapp	Elementary Teaching License	Third	Central Office – HR Files
Callie Hoppes	Elementary Teaching License	Second	Central Office – HR Files
Felicia Harrison	Elementary Teaching License	Second	Central Office – HR Files
DeliaVincz	Elementary Teaching License	Fourth	Central Office – HR Files
Shannon Smith	Elementary Teaching License	Second	Central Office – HR Files

**Paraprofessional Highly Qualified Status for School Year
2020-2021:**

Paraprofessional's Name:	Assignment:	Indicator of HQ status: Associate's Degree Transcripts showing at least two years of college or more Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Debbie Bates	Instructional Assistant	Transcripts showing at least two years of college or more Passed Praxis ParaPro Exam April, 2011	Central Office – HR Files
Karen Beckman	Instructional Assistant	Transcripts showing at least two years of college or more	Central Office – HR Files
Audrey Edwards	EL Instructional Assistant	Transcripts showing at least two years of college or more	Central Office – HR Files
Kathy Golten	Media Center Clerk	Transcripts showing at least two years of college or more	Central Office – HR Files
Michelle Linn	Instructional Assistant	Passed Praxis ParaPro Exam April, 2011	Central Office – HR Files
Dawn Schoen	Instructional Assistant	Transcripts showing at least two years of college or more	Central Office – HR Files
Morgan Bates	Instructional Assistant	Scheduled to take praxis ParaPro in Oct. 2018	Central Office – HR Files
Leslie Trapp	Instructional Assistant	Passed Praxis ParaPro Exam April, 2011	Central Office – HR Files
JoAnna Perry	Instructional Assistant	Transcripts showing at least two years of college or more	Central Office – HR Files

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)		IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	
<input checked="" type="checkbox"/>	Districtwide Assessments		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant	
	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training		Performance Gap Data		Performance Gap Data	
<input checked="" type="checkbox"/>	Common Formative Assessments		Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff	<input checked="" type="checkbox"/>	High Ability Training for Staff	
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations		Service Delivery Model	
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group			
	Common Formative Assessments		Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report			
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA		Special Education Staff Assignments			
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.						
<input checked="" type="checkbox"/>	Staff Attendance							

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

Lakeside Elementary will provide cohesive reading instruction and learning experiences through the assigned curriculum to impact all students reading achievement and growth. Success will be evidenced by 4/5 (80%) of grade levels exceeding NWEA Growth Projections and 90% (including GCE) of all 3rd-grade students passing the IREAD-3 Assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the COVID-19 pandemic, MSD of Warren Townships closed all schools for the end of the 2019-2020 school year. Due to this, many assessment and data practices were altered or canceled. We will continue to work on this goal during the 2020-2021 school year.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2

Measurable outcome met? Yes **No**

Lakeside will provide cohesive math instruction and learning experiences through the assigned curriculum to impact all students Math achievement and growth. Success will be evidenced by 4/5 (80%) of grade levels meeting or exceeding NWEA Growth Projections in the 18-19 school year.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the COVID-19 pandemic, MSD of Warren Townships closed all schools for the end of the 2019-2020 school year. Due to this, many assessment and data practices were altered or canceled. We will continue to work on this goal during the 2020-2021 school year.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3

Measurable outcome met? Yes **No**

Provide Tier 1, 2, and 3 attendance instruction/support to achieve an increase in model attendees by 15% (goal of 80%)

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the trauma caused by COVID 19 many families struggled to maintain regular school attendance. Due to the COVID-19 pandemic, MSD of Warren Townships closed all schools for the end of the 2019-2020 school year. Due to this, many assessment and data practices were altered or canceled. We will continue to work on this goal during the 2020-2021 school year.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 4

Measurable outcome met? **Yes** **No**

We will teach routines, procedures and social/emotional skills that target our Positive Behavior Intervention Supports (PBIS) as evidenced by an increase in our Tier 1 base of students who will receive 3 or less referrals in the 2019-2020 school year. The goal is to have 92% of our students receive 3 or less referrals for the 2019-2020 school year.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the COVID-19 pandemic, MSD of Warren Townships closed all schools for the end of the 2019-2020 school year. Due to this, many assessment and data practices were altered or canceled. We will continue to work on this goal during the 2020-2021 school year.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	Lakeside Elementary will provide cohesive reading instruction and learning experiences through the assigned curriculum to impact all students reading achievement and growth. Success will be evidenced by 4/5 (80%) of grade levels exceeding NWEA Growth Projections and 90% (including GCE) of all 3rd-grade students passing the IREAD-3 Assessment.			
Data Checkpoints (dates)	October 2020	May 2020	September 2021	May 2021
Evidence at Checkpoints	Reading Map Scores BOY	Reading Map Scores EOY	Reading Map Scores BOY	Reading Map Scores EOY
Evidence- Based Strategy 1	Provide cohesive Reading instruction and learning experiences through assigned curriculum to impact all students reading achievement and growth.			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	NWEA Data Dig Analysis - Teachers will collaborate to review data and develop action steps related to ELA Map Scores	August 2020 - May 2022	Grade Level Teams, Principal	Data Protocol Documentation Improved number of students meeting projected growth on NWEA Map Test.
Action Step 2	Implementation & Site Monitoring - Ensure 100% of classrooms are meeting Core5 expectations on weekly basis to maximize reading growth	August 2020 - May 2022	Grade Level Teams, Instructional Specialist Principal	Lexia data trends
Action Step 3	Intervention Implementation and Monitoring - Ensure students assigned to Wonder Works are monitored for improvement in reading achievement.	August 2020 - May 2022	Grade Level Teams, Instructional Specialist Principal	Data monitoring and reporting Fidelity of Intervention Monitoring
Evidence- Based Strategy 2	Monitoring of Instructional Practices and Data			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Tier 1 Coherence Walkthroughs - Visit Reading Instructional blocks to complete coherence walkthrough forms for feedback for teachers and indicate areas of support necessary for next steps	August 2020 - May 2022	Principal, Dean	Collect aggregate walkthrough data each month to show positive trends and instructional practices
Action Step 2	Regular monitoring of data across academic, behavioral, instructional, and social emotional data to support staff and student learning.	August 2020 - May 2022	School Data Team	Identify 911 list - bottom 5% of student achievement. Monthly data analysis reports

GOAL 2	Lakeside will provide cohesive math instruction and learning experiences through the assigned curriculum to impact all students Math achievement and growth. Success will be evidenced by 4/5 (80%) of grade levels meeting or exceeding NWEA Growth Projections by Spring of 2022..			
Data Checkpoints (dates)	October 2020	May 2020	September 2021	May 2021
Evidence at Checkpoints	Math Map Scores BOY	Math Map Scores EOY	Math Map Scores BOY	Math Map Scores EOY
Evidence- Based Strategy 1	Provide cohesive Math instruction and learning experiences through assigned curriculum to impact all students reading achievement and growth.			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	NWEA Data Dig Analysis - Teachers will collaborate to review data and develop action steps related to Math Map Scores	August 2020 - May 2022	Grade Level Teams, Principal	Data Protocol Documentation Improved number of students meeting projected growth on NWEA Map Test.
Action Step 2	Uniform Math Fluency- teachers across the building will put a strong focus on fluency (Xtramath, etc) to close the fluency gaps across grade levels.	August 2020 - May 2022	Grade Level Teams	Math data trends, Classroom observations
Evidence- Based Strategy 2	Monitoring of Instructional Practices and Data			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 1 Coherence Walkthroughs - Visit Math Instructional blocks to complete coherence walkthrough forms for feedback for teachers and indicate areas of support	August 2020 - May 2022	Principal, Dean	Collect aggregate walkthrough data each month to show positive trends and instructional practices

	necessary for next steps			
Action Step 2	Regular monitoring of data across academic, behavioral, instructional, and social emotional data to support staff and student learning.	August 2020 - May 2022	School Data Team	Identify 911 list - bottom 5% of student achievement. Monthly data analysis reports

GOAL 3	We will teach routines, procedures and social/emotional skills that target our Positive Behavior Intervention Supports (PBIS) as evidenced by an increase in our Tier 1 base of students who will receive 3 or less referrals in the 2020-2021 school year. The goal is to have 92% of our students receive 3 or less referrals for the 2020-2021 school year.			
Data Checkpoints (dates)	December 2020	May 2020	December 2021	May 2021
Evidence at Checkpoints	1st semester PBIS referral data	2nd semester PBIS referral data	1st semester PBIS referral data	2nd semester PBIS referral data
Evidence- Based Strategy 1	We will teach routines, procedures and social/emotional skills that target behavior			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 1 Coherence Walkthroughs -- Visit classrooms to provide feedback for teachers regarding PBIS and CORE procedures and expectations and indicate areas of support necessary for next steps.	August 2020 - May 2022	Principal, Dean	Aggregate observation data each month
Action Step 2	Staff implementation schedule and Zones of Regulation data	August 2020 - May 2022	PBIS team, teachers	Collect aggregate walkthrough data each month to show positive trends and instructional practices
Evidence- Based Strategy 2	PBIS teams continue to drive professional development strategies related to PBIS			PD Needed: <u>Yes</u> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	School wide PBIS Data - Tier 1 and Tier 2 PBIS teams will continue to meet on a regular basis to	August 2020 - May 2022	Principal, Dean, PBIS team, teachers	Collect aggregate school, grade level, and classroom, discipline data each month Shared discipline data -

	review data, plan targeted classroom lessons, and share with staff members.			email, PBIS newsletters Increase in positive reinforcements/relationship
Action Step 2	Consequences and Supports - Creating a consequence and support resource for teachers for specific behaviors that teachers can use as reference.	August 2020 - May 2022	Principal, Dean, PBIS team, team leaders	Decrease in referral/CICO data
Action Step 3	Recognizing and Reinforcing Positive Tier 1 Behaviors - Students will be recognized for outstanding behavior with weekly, monthly and quarterly celebration.	August 2020 - May 2022	Principal, Dean, Counselor, PBIS team,	Increase in positive reinforcements/relationships Decrease in school wide referral data

GOAL 4	To increase in model attendees by 15% to meet our goal of 80% by Spring of 2022.			
Data Checkpoints (dates)	December 2020	May 2020	December 2021	May 2021
Evidence at Checkpoints	1st semester Attendance Reports	2nd semester Attendance Reports	1st semester Attendance Reports	2nd semester Attendance Reports
Evidence- Based Strategy 1	Provide Tier 1, 2, and 3 attendance instruction/support to achieve an increase in model attendees and improve chronic absenteeism.			PD Needed: Yes <u>No</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Provide students with teacher created lessons that focus on attendance. Tier 1	August 2020 - May 2022	Principal, Dean, Counselor, Classroom Teachers	Improved attendance so that 80% or more students are model attendees or are improving attendance from previous year.
Action Step 2	School counselor will form and meet with groups of students who are at risk for a high number of unexcused absences.	August 2020 - May 2022	Principal, Dean, Counselor, Classroom Teachers	Improved attendance so that 80% or more students are model attendees or are improving attendance from previous year.
Evidence- Based Strategy 2	School and District Attendance Family Support			PD Needed: Yes <u>No</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attendance Letters - Students and Families receive letters pertaining to attendance when students have unexcused absences for a designated number of school days.	August 2020 - May 2022	Principal, Dean, Counselor,	Improved attendance so that 80% or more students are model attendees or are improving attendance from previous year.
Action Step 2	Part Program - Families required to attend district attendance support meetings	August 2020 - May 2022	Dean, District representatives	Attendance data improvements for families in the program.

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Teachers will participate in foundational reading professional development through Roxie reading.	Linked SIP Goals <u>Yes</u> No
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Student assessment data: NSGR, NWEA, district reading assessments Coherence to curriculum maps and new assessments Improved tier 1 reading instructional practices	
Plan for coaching and support during the learning process: District and school based instructional leadership will continue to develop a bigger understanding of foundational brain code reading philosophes through Roxie reading and district reading cadre professional development practices. Administration and Instructional Specialists will continue to coach and provide support for this journey throughout the school year and summer break.		
How will effectiveness be sustained over time? This process began prior to the 2020 school year and will continue to spread to each certified teacher of the course of this professional development plan. The district reading cadre will begin to transfer professional development ownership to building administration and instructional specialists, and building reading cadre members.		

Professional Development Goal 2	Improve cultural competency for all staff members.	Linked SIP Goals <u>Yes</u> No
Possible Funding Source(s)	School and district funded	
Evidence of Impact	Reduction of disproportionality of various ethnic/racial groups with office discipline referrals and out of school suspensions.	
Plan for coaching and support during the learning process: Cultural Competency professional development sessions (minimum of 4 per year)		
How will effectiveness be sustained over time? Continued reduction in disproportionality until the percentage of referrals and suspensions is equal to or less than the population group percentage.		

Professional Development Goal 3	Lakeside Elementary will become a trauma informed school.	Linked SIP Goals <u>Yes</u> No
Possible Funding Source(s)	district, school	
Evidence of Impact	Overall reduction in office discipline referrals and out of school suspensions.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none">● School wide book Study - Eyes Are Never Quiet● PD session with Dr. Lori Desautels● Classroom based lesson on neuroanatomy and neuroscience● Creation of regulation areas in classrooms, student regulation room, staff regulation room		
How will effectiveness be sustained over time? Continued instruction, professional development, and implementation of trauma informed practices as observed through the classroom unannounced and announced observations. .		